

BRIDGE

# EDUCATION TRANSFORMS LIVES

BRIDGE  
MAKES IT  
HAPPEN





# EDUCATION TRANSFORMS LIVES

By learning to read and write, we can express ourselves, understand others, and stay connected to the world.  
By acquiring skills, we can shape a better life and open up future opportunities for ourselves and our families.  
Education is the bridge to endless possibilities.

However, there are still 251 million children who are out of school, 160 million children engaged in child labour, and 13 out of every 100 adults worldwide who remain illiterate. Those deprived of educational opportunities face poverty, discrimination, and exclusion.

The United Nations (UN) established the 17 Sustainable Development Goals (SDGs) with the aim of creating an 'inclusive' world. Among these goals, Goal 4 focuses on ensuring inclusive and equitable quality education for all.

The Korean National Commission for UNESCO (KNCU) knows very well the kinds of changes education can bring about. Following the Korean War, UNESCO gave us books instead of bread to help rebuild our future. Through the power of education, the people of the Republic of Korea achieved unprecedented development only in half a century. Just as we, Koreans, never gave up on education amid the devastation of war and rose to stand on our own, the KNCU initiated the BRIDGE Programme to support marginalised communities around the world, enabling anyone to transform their lives through learning.

# BRIDGE MAKES IT HAPPEN



From 2010 to 2024,  
the BRIDGE Programme  
has built an educational bridge  
for **171,719** people in **24** countries

● Literacy ● Vocational training ● Equivalency programme ● Early childhood ● Climate change ● Science

Total Number of Learners

**161,114**  
people

Total Number of  
Teachers Trained

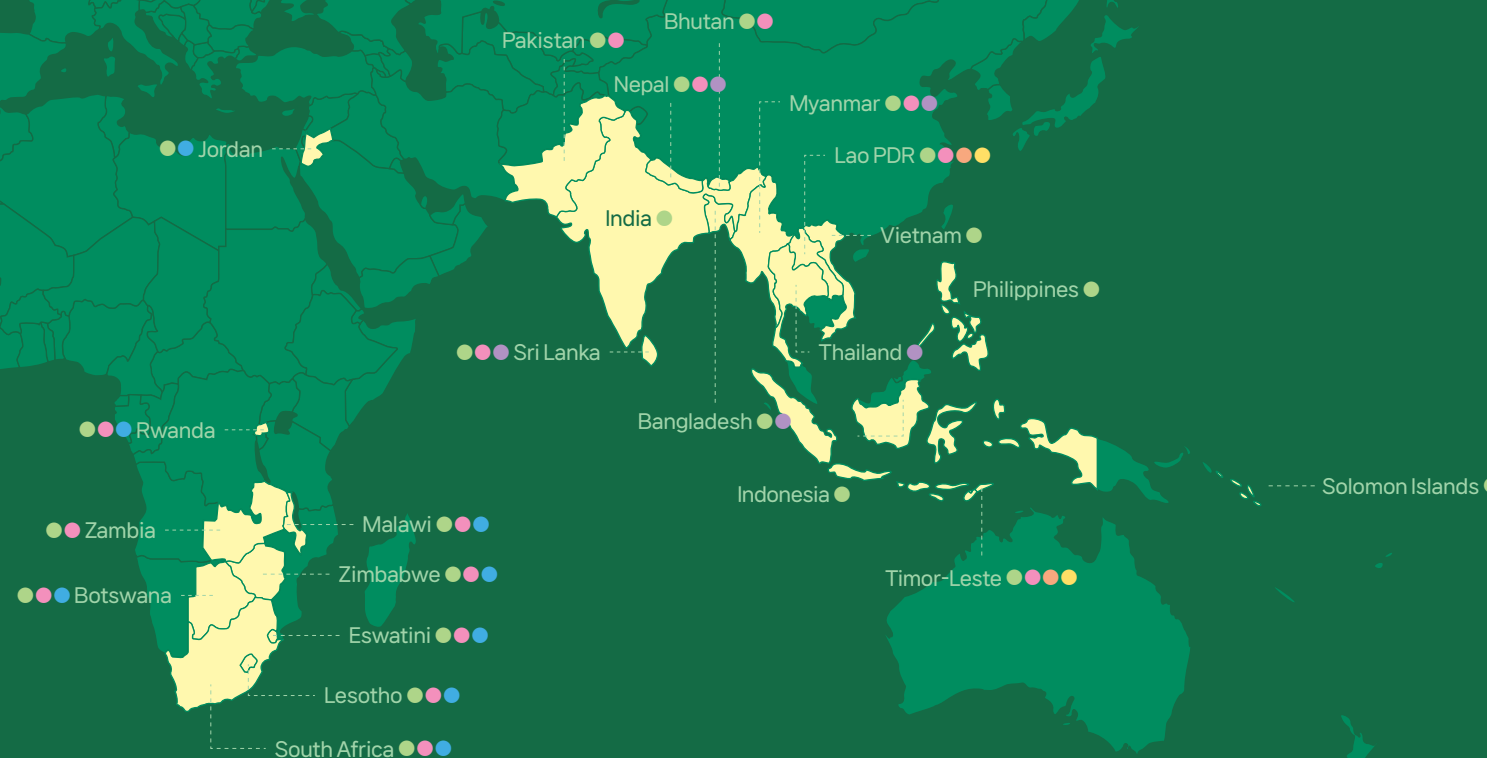
**10,605**  
people

Total Number of  
Educational Materials Supplied

**179,790**  
items

Total Number of  
Young Experts Dispatched

**55**  
people





## The People BRIDGE Focuses On

Worldwide, hundreds of millions of people in developing countries are unable to benefit from basic formal education due to economic, social, and cultural barriers.

BRIDGE focuses on those who are most marginalised.



**Out-of-school children and youth**  
who have never attended school  
or have dropped out



**Illiterate adults**  
with limited literacy,  
struggling with poverty

## The Change BRIDGE Creates

BRIDGE aims to offer life-changing learning opportunities that extend beyond the limits of formal education, reaching more people in need.

To achieve this, BRIDGE supports the UN Sustainable Development Goal 4 –  
Ensure inclusive and equitable quality education and promote lifelong learning opportunities  
for all – by enhancing access to education and improving its quality  
for marginalised groups through non-formal education.

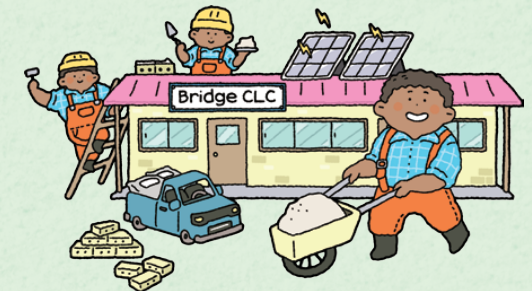


## How BRIDGE Creates Change



### Policy Support

We develop non-formal education policies, curricula, and textbooks to establish and expand systematic and sustainable non-formal education systems.



### Improving the Educational Environment

We build and renovate Community Learning Centres (CLCs) in underserved areas to expand access and provide a stable and comfortable environment for education.



### Strengthening Teacher Capacity

We build the capacity of CLC teachers and education officials through specialised training in non-formal education to enhance their practical skills.



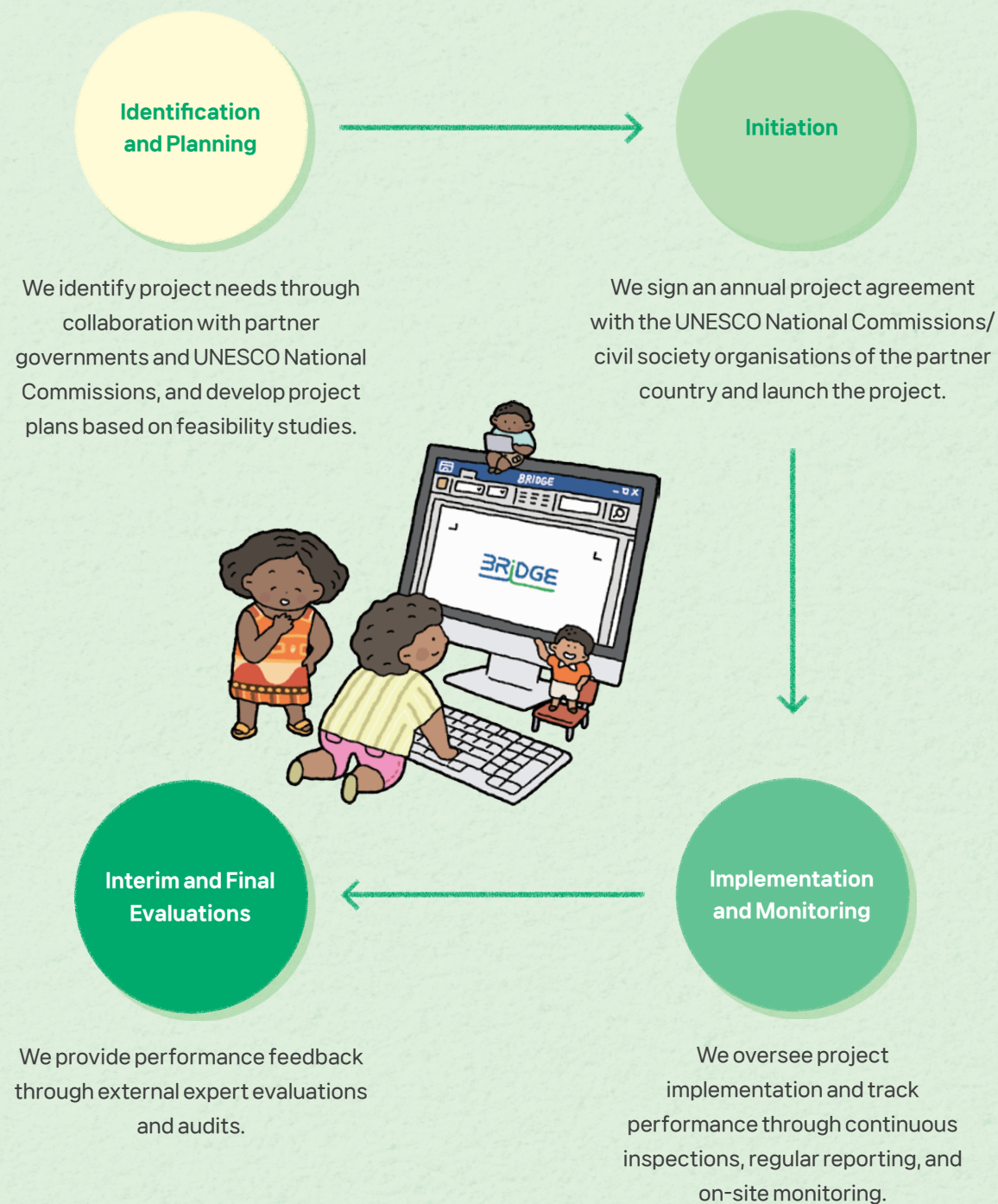
### Operation of Educational Programmes

We operate non-formal education programmes such as literacy, equivalency programmes, and vocational trainings, providing materials and resources to build basic academic skills and self-reliance in marginalised communities.



# The Process of Implementing BRIDGE

The BRIDGE Programme is implemented through a process that includes [identification and planning ► initiation ► implementation and monitoring ► interim and final evaluations] to ensure transparency and effectiveness.



# Partners of BRIDGE

The BRIDGE Programme unites diverse entities to conduct activities that make a significant contribution to the development of education in partner countries.

## Korean National Commission for UNESCO (KNCU)

The KNCU oversees the BRIDGE Programme, planning projects with partner countries in need of out-of-school education support, managing implementation, and assessing outcomes.



## The Ministry of Education of the Republic of Korea

BRIDGE is an Official Development Assistance (ODA) programme of the Korean Ministry of Education. The Ministry formulates the master plan, secures funding in coordination with other departments, and serves as the implementing government agency.



## UNESCO National Commission (NatCom) in each Partner Country

NatCom in each partner country is responsible for the implementation of the project. It identifies and plans new project, coordinates with government and local stakeholders, and manages budgets and reporting.

## BRIDGE National Committee in each Partner Country

The BRIDGE National Committee is a consultative body comprising NatComs, government, and community representatives. It holds regular meetings and monitors progress to support effective implementation.

## Local Communities in each Partner Country

As key beneficiaries, local communities enhance project effectiveness and sustainability through active participation and feedback.

## Ministries of Education in each Partner Country

The Ministry of Education in each partner country reviews project plans to ensure alignment with national policy, and provides technical and administrative support to facilitate implementation and sharing of outcomes.

## Civil Society Organisation in each Partner Country

Civil society organisation implements the project that addresses the needs of local communities, drawing on internationally recognised expertise and a deep understanding of on-the-ground realities.





# The Journey of BRIDGE

## The *Seed* of BRIDGE

In 1999, a special charity concert in Seoul by pop star Michael Jackson marked the beginning of something bigger. Proceeds were donated to the 'Samsung-KNCU Education Fund,' which, in 2000, began supporting education in developing countries.



## The *Beginning* of BRIDGE



Over the next decade, our focus shifted to those who had missed out on basic education due to a lack of access to schooling. From this, the BRIDGE Programme was born, grounded in the belief that 'education is a bridge to opportunity.'

In 2010, the Africa Hope BRIDGE Programme dispatched young Korean volunteers to support local education in marginalised communities in Africa. In 2012, BRIDGE Asia began offering literacy and vocational training through Community Learning Centres, working with UNESCO King Sejong Literacy Prize laureates.

Between 2011 and 2015, we also supported climate change and science education to promote a sustainable future.



## The *Growth* of BRIDGE



Efforts to drive meaningful change through the BRIDGE Programme continued to evolve.

In 2013, BRIDGE was designated as an ODA project by the Korean Ministry of Education, opening the door to broader government and civil society engagement. Public fundraising began in 2014.

In 2015, the BRIDGE Workshop was launched as a platform for BRIDGE partner countries to share experiences and learn from one another. Held annually, it continues to foster collaboration toward the Sustainable Development Goals.

In 2016, BRIDGE was restructured to enable each partner country's NatCom or Ministry of Education to take the lead, enabling stronger cooperation among international, national, and local actors in addressing educational challenges.



## The *Leap* of BRIDGE



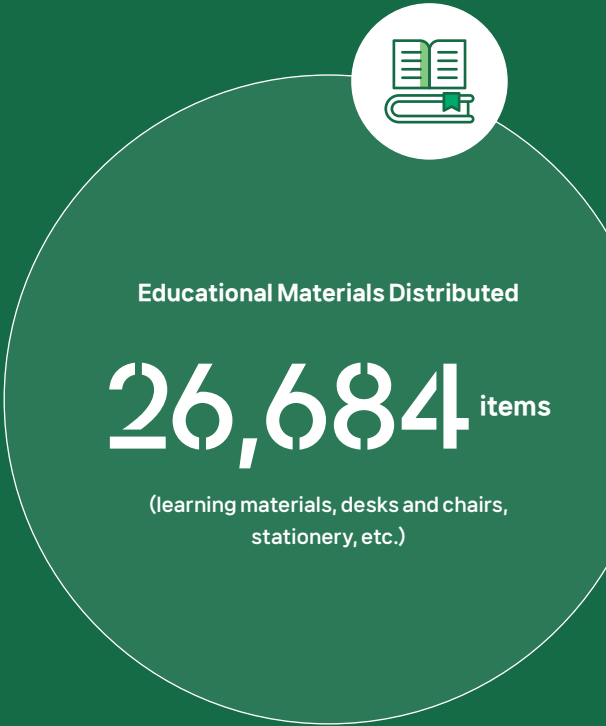
In 2020, building on a decade of accumulated experience, we advanced the programme to BRIDGE Phase 2, offering longer-term and larger-scale support. Initially launched in three Asian countries, BRIDGE Phase 2 has grown to reach seven countries across Asia, Africa, and the Middle East, supporting education from local CLCs to national education systems.

Today, standing as Korea's flagship non-formal education programme, BRIDGE continues to ensure that no one is left behind.





# BRIDGE in 2024



# BRIDGE

Partner Countries

7 countries



Bhutan



Jordan



Lao PDR



Malawi



Pakistan



Sri Lanka



Timor-Leste



Policy Support  
for Non-Formal Education

2 countries

(Curriculum development  
for non-formal education  
in Bhutan, Malawi)



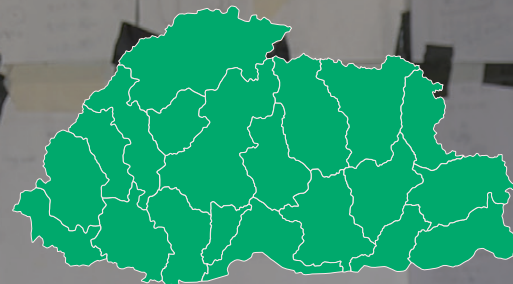
Programme Satisfaction

(based on a sample survey conducted with 280 participants  
from the projects in Bhutan, Lao PDR, Malawi, and Timor-Leste)  
November 2024





# Druk\* Soaring Toward a New Tomorrow Bhutan



Operation of Non-Formal Education  
Management Information System

1 system

Refurbishment and Operation of CLCs

29 sites

Learners in Educational Programmes  
(literacy, basic vocational training)

3,159 people

Training for Teachers and Stakeholders

400 people

Based on the Non-Formal Education Strategy and the Non-Formal Education Management Information System (NFE-MIS) developed at the early stage of the project, BRIDGE revised the literacy and vocational training curricula and instructional guides. Instructor training was conducted, classrooms were renovated, and practical training equipment was installed to create an environment for quality non-formal education programmes. The Bhutan project will conclude in 2024. In 2025, BRIDGE supports the transition of project management to the Bhutan government to ensure that the project's achievements are sustained and expanded under local leadership.

\*Druk, the Thunder Dragon in Bhutanese mythology, is a national symbol of Bhutan.

BRIDGE x People

## Our Encounter with BRIDGE: Education Transforming Communities

Stories of Bhutan National Commission for UNESCO Deputy Chief and Senior Programme Officers

**Q** What educational challenges did Bhutan face before the project?

**Pelden** Remote areas had limited access to non-formal education (NFE), with low completion rates and especially low literacy among women and marginalised groups. So BRIDGE focused on improving access and quality of NFE, strengthening instructor capacity, and linking NFE with vocational opportunities to ensure lasting impact.

**Q** What was the biggest challenge during the project?

**Pelden** COVID-19 forced CLCs to shift to online classes, causing many learners to drop out. Structural and governance changes also caused delays in implementation.

**Jamyang** In response, we adopted blended-learning, combining online and in-person classes. We also added English classes and updated vocational training equipment to bring learners back.

**Q** What is the biggest change the project has brought to learners' lives?

**Pelden** By expanding centres to the east and south, over 8,000 adults gained literacy and practical skills for the first time. Local governments also began including NFE in their development plans.

**Jamyang** The biggest impact was on female learners. 326 started businesses such as tailoring shops, 50 found jobs, and 90 were elected as village and regional representatives. These moments showed how education can transform not just individuals, but entire communities.



Pelden

**Q** Please share your thoughts on project completion and Bhutan's future plans.

**Jamyang** Even after the project ends, its systems and lessons like NFE-MIS, CLCs, and blended-learning will continue to shape Bhutan's NFE. This journey has strengthened my commitment to social change through education and community engagement.

**Pelden** The Ministry will expand partnerships with local governments and NGOs to sustain CLCs and raise awareness through advocacy campaigns. This isn't an ending, but a call to honour the belief that everyone's right to learn is worth fighting for.



Jamyang Drukda



Closing the BRIDGE Bhutan

In Bhutan, many people are unable to attend school due to economic hardships and geographical isolation, making non-formal education (NFE) especially vital. Yet, the sector faced challenges such as a lack of skilled instructors, limited materials, poor data systems, and few vocational training courses, hindering the delivery of high-quality NFE.

To address this, the BRIDGE Bhutan project revised the NFE curriculum and instructional guidelines, and trained instructors across the country. It also renovated CLCs and provided vocational training equipment to enhance the learning environment. Moreover, the project developed and introduced the Non-Formal Education Management Information System (NFE-MIS), a digital system to support efficient teaching and learning data management.

As a result, people who once couldn't read or write now run small businesses, support their families, and even serve as elected local representatives. They have become powerful agents of change, creating better futures for their communities.

The BRIDGE Bhutan project directly supported the Bhutan Ministry of Education's policy to reduce illiteracy by expanding lifelong learning opportunities. Its strong collaboration with all levels of the education system – from central and local governments to public schools and CLCs – ensured nationwide reach, advancing Bhutan's non-formal education to a new level.

10 years from 2015 to 2024

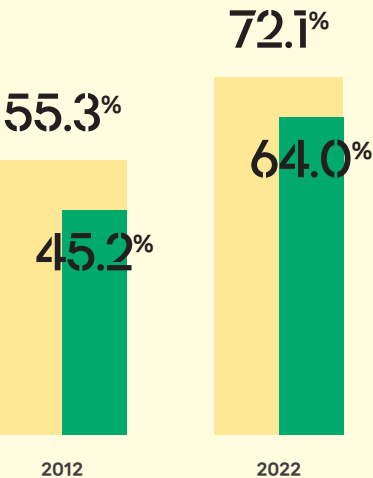
Bhutan's First

Non-Formal Education Management Information System (NFE-MIS) developed and implemented

Improved Adult Literacy in Bhutan

\*Based on Bhutanese Government National Census

Total Women



Expanded Access to Non-Formal Education

CLCs operated nationwide

6 newly established centres and 29 refurbished centres

29 sites

Teachers and Stakeholders trained in capacity-building workshops

public officials and principals of schools affiliated with the CLCs

3,938 people

Literacy Education (Dzongkha and English) and Basic Vocational Training (e.g., sewing, carpentry, baking)

38,362 people

Learners who launched their own businesses

326 people

Learners who found employment

50 people

Learners who were elected as local representatives

90 people

\*from 2020-2024





# When the Sound of Reading Awakens the Stillness of Petra Jordan



We Love Reading Programme

4,935 runs

Learners in Educational Programmes  
(We Love Reading)

3,042 people

Training for Teachers

139 people

Distribution of Educational Materials

4,602 items

In partnership with the Jordanian NGO Taghyeer, BRIDGE implemented the We Love Reading (WLR) programme. Women who were previously unable to read began reading books to their children and neighbours as WLR ambassadors. Their involvement not only enhanced children's literacy skills but also supported their emotional development. The experience was shared through a digital training platform, and picture books covering a range of topics, including climate change and gender equality, were created and distributed to enrich and expand the reading activities.

## A Village Where All Children Can Enjoy Reading!

Stories of We Love Reading ambassadors

**Q** Before the project, what challenges did the community face regarding children's literacy and reading?

**Naimaa** Children had low engagement in educational and cultural activities.

**Rajaa** Books were expensive and hard to find, with no proper reading spaces, so reading felt out of reach.

**Shahad** Many parents didn't see early reading as important. Children's books were hard to access, and there was little awareness of how to choose or read them effectively.



Shahad Abdullah



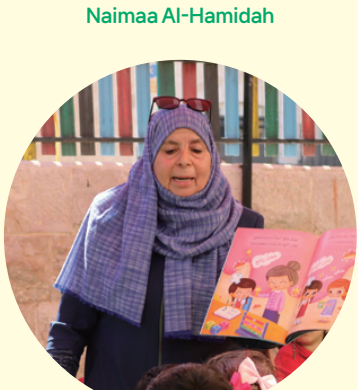
Rajaa Kanaan

**Q** How has reading education impacted children, and what further changes do you hope to see?

**Rajaa** Listening to stories gave children emotional security, helping them express themselves and share their thoughts. They also apply what they learned from reading sessions to daily life.

**Shahad** I saw big improvements in their communication and focus, and they became much more engaged during presentations and conversations. I hope this change continues, with WLR ambassadors always nearby and reading sessions that offer space to imagine and speak freely.

**Naimaa** I dream of every home having its own little library and every neighbourhood a WLR ambassador. I hope reading becomes a daily habit for all children.



Naimaa Al-Hamidah

**Q** Why is it effective in Jordan for mothers and local women to read books aloud to children?

**Shahad** In our community, the image of mothers reading bedtime stories and teachers reading aloud in class is both familiar and comforting, and it feels deeply rooted in our culture. That warmth helps children relax, and as the emotional bond grows stronger, learning happens more naturally.

**Rajaa** Reading aloud goes beyond simply saying words. It engages the senses and conveys emotion. As children listen and follow along, their speaking and listening skills improve, and they become fully absorbed in the story.



Khoy mak hian! (I love learning!)

# Lao PDR



Operation of CLCs

30 sites

Learners in Educational Programmes  
(literacy, equivalency programme,  
basic vocational training)

1,116 people

Training for Teachers and Stakeholders

60 people

Distribution of Educational Materials

3,700 items

The 340 CLCs established by the Lao Ministry of Education operate according to the guidelines developed by BRIDGE. Among them, BRIDGE provides equivalency programmes, literacy education, and basic vocational training in 30 centres located in remote mountainous areas. Local public school teachers receive training to tailor their methods to diverse learners at the CLCs and conduct classes accordingly. An annual workshop, attended by the Lao Minister of Education and officials, reviews progress, explores improvements, and strengthens partnerships.

## My Second School Over the Mountains

Stories from learners in the Secondary Equivalency Programme at the Thinko CLC in Luang Prabang



Vilasone

**Q** How did you join the CLC's equivalency programme?

**Vilasone** I heard about the evening classes from a village announcement and realised I could study while helping my family during daytime. When I told my parents, they loved the idea. I could see they had always wanted me to continue education but thought it impossible.

**Q** Why were you unable to attend secondary school after finishing primary school?

**Vilasone** I'm one of six children. Since my parents couldn't afford the cost of education, I was only able to finish primary school.

**Nim** My family was struggling financially, so we couldn't afford school uniforms or transportation, and the secondary school was too far. I felt sad watching friends go to school, but held onto the hope that I might study again someday.

**Q** What is the biggest change you have noticed since taking the programme?

**Vilasone** I've gained confidence in my studies, and maths is now my favourite subject. I help my siblings with homework, and it makes me proud that I can support my parents with official paperwork.

**Nim** The biggest change for me is that I've regained hope for my future. I now help my mum with calculations at the market, and I feel confident sharing my ideas in class and at home.

**Q** What are your dreams for the future?

**Vilasone** After finishing the programme, I want to learn automotive repair. There aren't many repair shops in my village, so opening one could give me a stable income and help my community.

**Nim** I want to become a teacher and support children like me who couldn't go to school. My teachers gave me a second chance to continue learning.



Nim



# The Warm Heart of Africa, Pulsing With Education Malawi



Operation of CLCs

4 sites

Learners in Educational Programmes  
(adult literacy, after-school programme, early childhood education)

2,324 people

Training for Teachers and Stakeholders

100 people

Distribution of Educational Materials

13,000 items

Diploma Course in Adult Education

1 course

Through adult literacy, early childhood education, and after-school programmes at four CLCs in Malawi, out-of-school children, adolescents, and adults have improved basic skills in reading, writing, arithmetic, and livelihoods. To enhance the learning environment, training was provided for teachers and local stakeholders, along with teaching materials and supplies. In partnership with Magomero Community Development College, an adult education diploma course was launched to train non-formal education specialists and strengthen Malawi's capacity to deliver quality NFE.

BRIDGE x People

## I Can Help Others Too!

Stories of students from the Magomero Community Development College diploma course in adult education

**Q** Why did you choose to enroll in the degree programme in adult education?

**Clara** I didn't know much about non-formal education before enrolling, but I came to see it as a powerful tool for change. It's more than reading and writing. It builds self-esteem and shows you can make a difference.

**Anily** I grew up watching my grandmother learn to read at a CLC and thought, "I want to do something like that." When choosing my major, non-formal education felt like the perfect fit. It's still growing as a field, and I wanted to be part of that.



Anily Mwandira



Clara Mtchimika

**Q** How do you imagine your life ten years from now?

**Clara** I see myself working at a quiet rural CLC. My dream is to witness moments like seeing an elderly learner smile proudly as they write their name for the first time.

**Talandira** I want to work with the government to expand literacy education nationwide and ensure trained teachers and materials are always available, so no one misses out because of age or poverty.

**Anily** I plan to start an NGO to promote non-formal education across Malawi. Many still don't know what 'literacy' means, but I want it to stand for opportunity and hope.

**Q** What was the difference between what you learned in school and what you experienced in the field?

**Clara** As I learned theories about why non-formal education matters and how to make it effective, I wondered, "Will this work in real life?" But in the field, I saw its power. At one village meeting, where leaders were always chosen by a show of hands, I shared the democratic method I'd learned. They said they'd try it next time, and that moment moved me.

**Talandira** I used to think villagers lacked knowledge, but they actually know a lot. What they often lack are tools, motivation, or leadership. That's when I realised education isn't just about knowledge, but also about guidance and support.



Talandira Mwalija



# Education for Everyone, Zindabad\*!

## Pakistan



Operation of CLCs

48 sites

Learners in Educational Programmes  
(literacy, basic vocational training)

2,424 people

Training for Teachers and Stakeholders

96 people

In partnership with the Bunyad Literacy Community Council, literacy education and basic vocational training were provided to rural women through 48 CLCs in Punjab, Pakistan, with some learners successfully starting small businesses. To reinforce learning, follow-up support using mobile text messages helped learners review lessons. A youth leadership programme fostered ownership of young people by encouraging them to lead educational activities for the community. Lifelong learning opportunities were further expanded through mobile rickshaw libraries, digital hubs, and community awareness campaigns.

\* Zindabad, an Urdu expression for 'Long live' or 'Hail'

BRIDGE x People

## The Moment I First Wrote My Name — Unforgettable

Stories of students at Pakistan CLCs

**Q** What motivated you to join the BRIDGE Programme?

**Iqra** Watching other learners grow gave me the courage to join the programme. As I learned to read and sew, I became more confident and independent. It reminded me how valuable learning truly is.

**Q** What is your most memorable moment at the CLC?

**Iqra** I was so proud when I first read a book on my own. I'll never forget the moment I wrote my name for the first time. It feels rewarding to share what I've learned with my family and friends, and now, the fact that I can inspire others is a big change, too.

**Q** Please tell us about the business you started while receiving education.

**Iqra** Education helped me turn my passion into income. I started with the basics — sewing, embroidery — then moved on to professional design skills. I even learned how to use social media, and that really opened up my world. Now I take



Iqra Hussain

**Q** What is your favourite book, or what book would you like to read in the future?

**Nimra** My favourite book is an Urdu comic called 'Tarna aur Dubna' (Floating and Sinking). It explains the science behind why some objects float while others sink, and it also includes stories about sea creatures, which makes it really fascinating. In the future, I'd love to read more books about history, the environment, and health.

orders through WhatsApp, share my work on Instagram, and I'm starting to get regular customers. I run a small tailoring business from home, which helps support my family — and more than anything, I'm proud to have achieved all of this on my own.

**Q** How did you first learn about the mobile library?

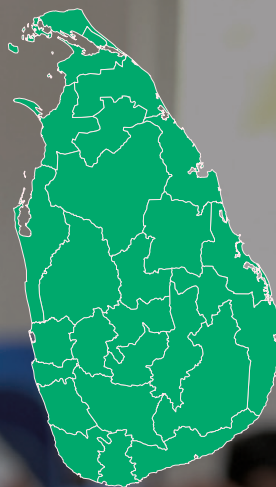
**Nimra** A Bunyad teacher who visits our school introduced me to the mobile library. It's a program that brings a variety of books right to our school, and it's really helped me improve my reading skills. I hardly ever had the chance to read anything beyond textbooks before, so I always look forward to the days the library comes. It's exciting to learn something new every time.



Nimra Nadeem



# Little Pearls in the Classroom, Shining Across the Indian Ocean Sri Lanka



Establishment of CLCs

3 sites

Operation of CLCs

21 sites

Learners in Educational Programmes  
(literacy, secondary education,  
tablet-based learning)

5,800 people

Training for Teachers and Stakeholders

70 people

Distribution of Digital Learning Tablets

20 tablets

In partnership with the National Institute of Education, BRIDGE offered literacy and secondary education to improve basic academic skills among out-of-school youth and adults, along with vocational training and career education supporting employment and entrepreneurship in 21 CLCs across Sri Lanka. Tailored programmes were also introduced for prisoners and individuals in drug rehabilitation to support reintegration. Digital Learning through Educational Apps, introduced during the project, provided innovative learning for those new to digital tools. Campaigns also raised awareness of non-formal education, fostering a more inclusive learning environment.

BRIDGE x People

## Open Tablet, Open School!

Stories from students and teachers at Seeduwa CLC in Gampaha



Nilushi Anuththara

**Q** What has changed in you through tablet lessons?

**Nilushi** Before taking the class, I didn't have much confidence in myself. But now, I feel like I can actually do something too.

**Q** What were the benefits and challenges of using tablets in teaching?

**Sunil** Learners used to be passive and easily distracted during lessons, but since using tablets, their engagement and focus have improved significantly. I believe the interactive content helped spark their interest. As it was everyone's first time using the app, there were moments of confusion and unfamiliarity. I also realised I need more practical experience to improve my tech skills.

**Q** How did you feel when you first used a tablet device?

**Nilushi** I had never used a tablet device before, so it was a completely new experience for me. It felt like I was discovering something exciting and unfamiliar. It was a bit difficult at first, but with my teacher's help, I picked it up quickly.

**Q** How were tablet lessons different from traditional teaching methods?

**Nilushi** Tablet lessons were much more engaging and dynamic than using just pencils and paper. Studying used to feel hard, but now it feels like learning and playing are combined, which makes it much more enjoyable.

**Q** What were the reactions of those around you to the tablet-based lessons?

**Sunil** Fellow teachers were curious and mostly supportive of the shift toward a more modern teaching approach. While some were initially concerned about screen time, their perspectives changed after seeing the educational benefits of the app. Parents and the local community also welcomed the learner-centred and inclusive approach of instruction. For me, seeing struggling students gain confidence through tablets gave me a renewed sense of purpose as an educator. It's rewarding to see digital tools help close learning gaps.



Sunil Nornis



A Land of Nature and Nurture

# Timor-Leste



Establishment of CLCs

2 sites

Operation of CLCs

15 sites

Learners in Educational Programmes  
(literacy, equivalency programme, basic life skill)

2,663 people

Training for Teachers and Stakeholders

152 people

Distribution of Educational Materials

2,921 items

Timor-Leste, which gained independence 23 years ago, is building a brighter future through education. Over the past five years, BRIDGE has established CLCs across the country. In 2024, BRIDGE reached the goal of establishing 15 CLCs with the addition of the final two. Each year, around 2,500 people at CLCs learn literacy, equivalency programme, foreign languages, and computer skills. In 2024, 407 learners participated in the primary school equivalency programme and are now nearing graduation.

## A CLC Where the Dreams of Laclubar’s Youth Take Root and Grow

A story from the director of the Laclubar CLC in Manatuto

Q What kind of place is the Laclubar CLC?

In the past, Laclubar had no educational facilities for young people, forcing them to travel long distances to study or seek jobs. Now, thanks to the community's only CLC, they can learn English, Korean, computer skills, and earn primary school equivalency certification.

The building was once a post office during the period of Indonesian rule and later a police station after independence, before being left unused for years. In 2022, it was designated as a youth education centre and underwent renovations in 2023. Despite rising construction costs, the local community united to bring the centre to life, making it all the more meaningful.



Olivio Soares

Q What changes has the CLC brought to the community?

Young people who studied Korean, English, and computer skills at the centre have gained the confidence and skills needed to take exams and find jobs locally and abroad.

Korean classes have become especially popular as more people from Timor-Leste seek work in Korea. This was made possible thanks to a local Korean language teacher, whose clear and effective instruction made learning easier.

As the centre continues to offer practical support for youth, it has earned strong recognition from local authorities and communities.

Q Please share your expectations for the CLC.

The impact of CLCs is clearly visible. With access to quality education close to home, people's practical skills have improved. I believe these centres will help more youth find jobs abroad and play a key role in reducing illiteracy nationwide.

I hope to continue running the Laclubar CLC effectively so it can achieve even greater results. If possible, I would like to see more of these learning centres established in remote areas where educational opportunities are limited, expanding access to life skills programs for local people.



Learners at Laclubar CLC



# BRIDGE Community Learning Centres, Where Learning Never Stops

BRIDGE Community Learning Centres offer a second chance at education for those who have been excluded from formal schooling for various reasons, creating meaningful opportunities in communities across the globe.

In 2024, a total of 147 CLCs operated across six countries participating in the BRIDGE Programme.

Among them, seven centres were newly established or renovated during the year, becoming a long-awaited gift for village residents – welcoming spaces where anyone can come to learn at any time.



## Timor-Leste 15 sites

Mosu
Atuaben
Kuda Ulun
Manuleu
Hatulia
Haburas Uatucarbau
Roman ba Faturu
Kriativu
Knu'uk ba Moris
Maumeta
Lifau Raeoa
Laclubar
Valor Lospalos
Kokorek
Eloi-Atauro

## Sri Lanka 21 sites

Jaffna
Meesalai
Palavi
Madampe
Manbaus Saalihaath
Asharafyya
Ketawela
Wategama
Hatton
Batticaloa
Jayaviru Samadhi
Jayaviru Sevana
NIMH
Kottawa
Amunukumbura
Seeduwa
Bandaragama
Tholangamuwa
Olanthawatte
Kalawana
Ridiyagama

## Malawi 4 sites

Mwera
Naphini
Namiyango
Ibuzya

## Laos 30 sites

Pak Hao
Huoy Chit
Namkha
Huoy Phoc
Kon Phiet
Houy Salort
Sama
Mixay
Sisaithong
Giew Poc
Si Lalek
Tatka Chum
Thinkeo
Phonsavang
Samakixay
Pha Keng Yai
Viengkham
Jim
Phuyang
Phu Vieng Noi
Bang
Phou Thai
Kenglin
Thate
Kaleng Phu
Lako
Sadun
Latuong
Lakhum
Kalak

## Bhutan 29 sites

Zilnoen Namgayeling
Wangchu
Darla
Rinchen Kuenphen
Janana
Katsho
Mendhagang
Hongtsho
Gasa
Bajo
Zangtherpo
Zhemgang
Sonamthang
Trongsa
Drukjegang
Phuntshothang
Samdrup Jongkhar
Jomotsangkha
Gelephu
Chuzagang
Dorokha
Pemashong
Buli
Mongar
Gyalpoizhing
Rangjung
Thrimshing
Trashi Yangtse
Lhuentse
Bartseri

## Pakistan 48 sites

12 CLCs at Rahim Yar Khan
12 CLCs at Khushab
12 CLCs at Lahore
12 CLCs at Hafizabad

\* Reading sessions under the BRIDGE Jordan project are held in various spaces, including private homes and village halls.



# BRIDGE Outreach

## for Broader Educational Cooperation

2023-2024  
BRIDGE Programme  
Visibility Report



### BRIDGE with the Public

To promote education that leaves no one behind, it is essential to foster empathy and broaden participation. To this end, KNCU hosts annual gatherings that bring together BRIDGE partner countries and experts. In 2024, the International Forum on Korea-Africa UNESCO Education Nexus was held alongside the Korea-Africa Summit to discuss the achievements and challenges of education cooperation. We also conduct in-person outreach to raise public awareness of BRIDGE and the value of educational cooperation.

**International Forum on Korea-Africa UNESCO Education Nexus** | Jun 25-27, 2024

**BRIDGE Workshop** | May 31-Jun 2, 2023

**Development Cooperation Week ODA Photo Exhibition** | Nov 25-29, 2024

**Development Cooperation Week Information Booth** | Nov 21-24, 2023



### BRIDGE with Youth

Youth are both the driving force behind our efforts to build a sustainable future and the rightful stewards of that future. Each year, we host youth-led events to hear from young people who aspire to work in development cooperation, sharing their visions for the future and how they plan to achieve them. These events provide opportunities for young people to engage with experts and grow into key actors in shaping more inclusive and innovative development cooperation.

**Youth Talks BRIDGE Public Event** | Jun 2, 2023

**Youth Idea Contest on African Educational Development Cooperation** | Mar-Jun, 2024



### BRIDGE at UNESCO

UNESCO, with 194 member states, provides a valuable platform to showcase the Republic of Korea's efforts and achievements in sustainable development and to strengthen global cooperation. Korea's flagship non-formal education programme, BRIDGE, drew strong interest as a model of inclusive educational support at various UNESCO meetings.

#### The 42nd UNESCO General Conference

- **Session Introducing the BRIDGE Programme** | Nov 10, 2023
- **Presentation at the Africa Special Session Side Event** | Nov 9, 2023

**The 220th Session of the UNESCO Executive Board - Presentation at the National Commissions Meeting** | Oct 15, 2024

세븐틴·유네스코한국위원회, 동티모르에 지역 학습센터 2개소 건립



### BRIDGE in the Media

BRIDGE's accomplishments, which have brought meaningful transformation to marginalised communities, are widely shared through domestic and international media and social platforms. In particular, media coverage through major channels – including national media in partner countries – plays an important role in encouraging support from partner governments and the international community for BRIDGE's work. Through the outreach efforts of public figures who support the Korean National Commission for UNESCO, BRIDGE's message is being shared to a wide audience in our society.

**Introducing BRIDGE in state-run media in partner countries**

**Domestic media and social media**

**Promotion of BRIDGE by public figures such as K-pop group SEVENTEEN, football player Jaeseong Lee**

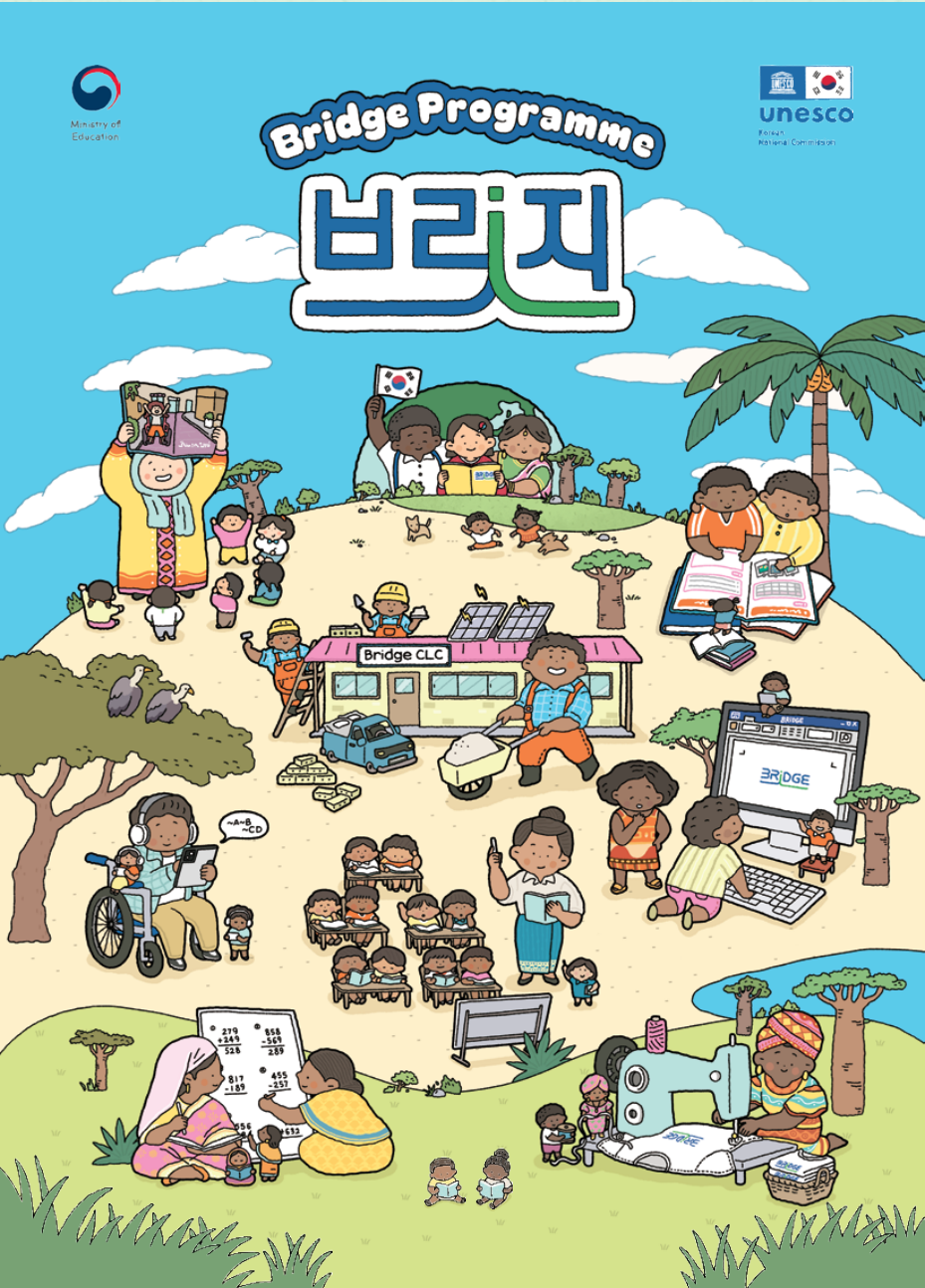




Ensure inclusive and equitable quality  
education for all with the Korean National  
Commission for UNESCO



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BRIDGE ANNUAL REPORT

www.unesco.or.kr



2016-2017  
Annual Report



2017  
Annual Report



2018  
Annual Report



2019  
Annual Report



2020  
Annual Report



2021  
Annual Report



2022  
Annual Report



2023  
Annual Report

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